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ABSTRACT

This publication profiles four award-winning programs honored in 1997 by the University Continuing Education Association. The four programs have instituted imaginative continuing higher education responses to important community needs. In all four cases, the focus is on developing human resources to support local employment and enhance the community by assisting people in acquiring learning that they can put to use immediately. The programs are: (1) Professional Re-employment Education Program, Rochester Institute of Technology (New York), which helps displaced professionals by providing 60 percent tuition discounts to help them retrain; (2) Gila River Indian Community Tribal Leadership Program, Arizona State University, which develops leadership skills and technical programs for leaders of a tribal community outside Phoenix, Arizona; (3) Bachelor of Science with a Major in Vehicle Design, Central Michigan University, which enables auto workers to acquire a technical bachelor's degree; and (4) EdVantage: San Diego's Partnership for Professional Healthcare Education, in which the University of California San Diego Extension fosters collaboration to provide continuing education in this rapidly changing field. Each program description includes the following: a one-page summary detailing the institution receiving the award, name of responsible persons, program objectives, sources of funding, cost of program, and a longer narrative description of the project. (KC)

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ED 408 426

INNOVATIONS

Award Winning New Programs in Continuing Education

1997

Professional Re-employment Education Program
Rochester Institute of Technology

Gila River Indian Community Tribal Leadership Program
Arizona State University

Bachelor of Science with a Major in Vehicle Design
Central Michigan University

EdVantage: San Diego's Partnership for Professional Healthcare Education
University of California San Diego

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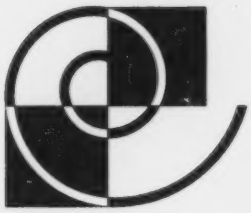

INNOVATIONS

Award Winning New Programs in Continuing Education

1997

UNIVERSITY CONTINUING EDUCATION ASSOCIATION

About the University Continuing Education Association

Founded in 1915, the University Continuing Education Association (UCEA) promotes expanded opportunities and high-quality continuing higher education on behalf of adult students. The Association consists of accredited, degree-granting higher education institutions and comparable non-profit organizations with a substantial involvement in postsecondary continuing education. Members include public and private institutions offering both credit and non-credit instruction at the pre- and post-baccalaureate levels.

Innovations In Continuing Education Series

Copies of this publication and *Innovations* publications from previous years are available at a cost of $7 per copy, plus $4.50 postage/handling from:

University Continuing Education Association
One Dupont Circle • Suite 615
Washington, DC 20036
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UCEA seeks to exemplify its commitment to ethnic, cultural and gender diversity and fairness in all of its forums, both public and private.

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Foreword

This publication is a compilation of the award-winning entries honored in April 1997 at the UCEA Annual Conference in Louisville, Kentucky.

UCEA Innovations awards recognize the efforts of UCEA member faculty and staff who have developed innovative programs which have nationwide, regional, statewide, or institutional applications for the improvement of continuing education. In addition, the awards program serves to disseminate information about these activities to other professionals in the field.

The 1996-97 award-winning programs were selected from the following four categories:

1. Instructional Programs
2. Student Services and Counseling
3. Administration/Organization
4. Open (may include combinations of the above categories)

Evaluations were made by the 1996-97 UCEA Awards Committee and were based on four characteristics:

1. Transferability
2. Innovative Quality
3. Workability
4. Impact

Award-winners were selected on the basis of their universal replicability and their potential for greatest impact; consideration was given to programs that represented collaborative efforts with diversified funding sources. Adherence to proposal guidelines was also a key factor in the decision-making process.

UCEA express its appreciation to the members of this year's Innovations Awards Committee, who took on the challenging task of participating in the selection process:

Paul J. Gallagher
Associate Executive Director
Association of Catholic Colleges and Universities

Suzanne Z. Miller
Director, Continuing Education
Indiana University at South Bend

Orlando Taylor
Dean in Residence
Council of Graduate Schools

NOTE: *This publication does not include many of the exhibits and appendices included in the original award-winning entries. This additional information may be obtained by contacting the principal continuing educator at the sponsoring institution.*

Program Name:

Rochester Institute of Technology

Professional Re-employment Education Program (PREP)

—a private university's response to a public need

Institution Receiving Award:

Rochester Institute of Technology
Bausch & Lomb Center
58 Lomb Memorial Drive
Rochester, NY 14623-5604
Phone: 716/475-2229 Fax: 716/475-5476

Name of Principal Person(s) Responsible for Entry:

Joseph T. Nairn, Director, Office of Part-time & Graduate Enrollment Services
James G. Miller, Vice President, Enrollment Management & Career Services

Objectives of Program:

PREP was developed in response to a community need for retraining dislocated workers. In the mid-1990's many middle- to high-income professionals in Rochester were dislocated by corporate downsizing and weak economic conditions. PREP provided these adult learners with an opportunity to upgrade skills and retool for the current job market. PREP participants have not only benefited from the program, but their presence in classes has added to the educational experience of others.

Source(s) or Funding:

The program provides a 60 percent tuition discount to qualified dislocated workers. The objective was to increase enrollment by attracting students who might otherwise not be able to attend. Because tuition for the program is discounted, no new scholarship dollars were necessary. Because PREP participants were restricted from registering until the last day of registration, current students were not affected, and PREP participants filled seats in sections that had excess capacity. PREP support, when combined with employer paid retraining benefits or public programs like JTPA (Job Training Partnership Act), made it possible for some participants to retool and retrain with little or no financial outlay while generating real tuition revenue for the Institute.

Cost of Program:

There was minimal cost to RIT, as the program took advantage of unutilized capacity in current sections. The program is marketed through local outplacement firms and direct contact with human resource professionals in affected businesses. Press releases resulted in extensive media coverage and free publicity. The funding for brochures was captured from the publications lines of the Office of Part-time and Graduate Enrollment Services at RIT. The total printing cost was less than $200.

Rochester Institute of Technology

Professional Re-employment Education Program (PREP)

—a private university's response to a public need

Rationale

A private, career-oriented, comprehensive university, Rochester Institute of Technology represents a great resource to both individuals and employers in the Greater Rochester area. RIT's portfolio of academic programs includes many degrees that emphasize "cutting edge" technology and skills, and as a result business and industry, as well as over 4000 adults learners each year, look to RIT to provide the latest education in engineering, science, computing, and technology.

Over the past several years, many employees of Rochester area industries have been dislocated from their jobs as a result of economic or business conditions. While many have employer paid retraining benefits available to them if they pursue training or educational programming from approved providers, these retraining dollars often do not cover the cost of a private college education. Additionally, some employees were dislocated without retraining benefits and found that their severance packages were inadequate to provide both subsistence and education during their time of unemployment. In each case the financial demands on these individuals are such that an RIT education seems inaccessible. PREP, RIT's Professional Re-employment Education Program, is targeted at these individuals, and provides significant institutional grant support as an incentive for them to pursue undergraduate or graduate courses on a space available basis.

This program is unique and innovative on a number of levels; first, the program resulted in no incremental budget requests. The funding for brochures was captured from the publications lines of the Office of Part-time and Graduate Enrollment Services at RIT. The total printing cost was less than $200. Because the program is a tuition discount, no new scholarship dollars were necessary. Second, no additional courses were added, or faculty costs incurred. The program filled the unutilized capacity in many RIT course sections by letting PREP participants "fly standby". PREP students cannot enroll for classes until ALL current students have had a chance to fill their course schedules. The open seats are then available to PREP students at 40 percent of the published tuition rate. Finally, PREP support, when combined with employer paid retraining benefits or public programs like JTPA (Job Training Partnership Act), made it possible for some participants to retool and retrain with little or no financial outlay while generating real tuition revenue for the Institute.

Program Design and Objectives

PREP was introduced in January 1995, and set out with the following goals:

- To assist those dislocated from present positions in upgrading skills or in pursuing a new area.
- To capitalize on RIT's program portfolio to assist in retraining.

- To support the overall economic well-being of the greater Rochester community.
- To enable separated employees to stretch their separation benefits into meaningful packages of RIT courses.
- To utilize unused capacity in RIT courses.

Dislocated workers were provided with a PREP eligibility form and were taken through an intake counseling process. Eligible candidates provided documentation of their dislocated worker status and were certified by the RIT Office of Part-time Enrollment Services. Certifications were then shared with the Financial Aid and Registrar's offices to create a student record and a registration "hold" in the form of a PREP "flag". Subsequently, these students were notified of the PREP registration date (last day of registration prior to the start of classes) and their options for registration. PREP participants were initially given a special registration form, however the process has been streamlined in such a manner that the "hold" placed on their registration is released on the PREP registration day enabling them to use in-person, touch-tone, or on-line registration options provided to all students by RIT.

Acceptable PREP documentation included an original severance letter or a dislocated worker certificate provided by the New York State Department of Labor. These documents enabled PREP intake counselors to quickly evaluate eligibility and, in time, all staff were empowered to sign off on files.

PREP "scholarships" were put on the system by Financial Aid personnel after the participants registered for classes. Bursar's office personnel were instructed to accept 40 percent of the due amount for PREP participants in anticipation of the Financial Aid credit. This process resulted in high levels of customer service and very few student complaints about the PREP process.

The program has been marketed through local outplacement firms and through direct contact with Human Resource Professionals in affected businesses. Although the program has not been marketed aggressively through the media, a number of state news organizations—included the Associated Press wire service—picked up the story.

PREP is not available to individuals who were seasonally employed, nor is it available to individuals who voluntarily leave their positions, or are dismissed for cause. The intake process mentioned above makes it possible to screen out individuals who can not document their dislocated worker status or can not provide an acceptable severance letter.

Clientele

The clientele, as stated above, are self-identified or referred dislocated workers. The initial wave of PREP participants were laid-off or permanently separated from large manufacturing firms such as Kodak and Xerox. Later participants have come largely from the banking community, where mergers have resulted in large scale dislocations of workers. Over 200 different employers are represented among the 500+ PREP inquiries RIT has processed.

Most PREP participants have some college, many with Bachelors degrees that are no longer current or marketable. Most participants have used the program to finish a bachelors degree, or to complete a certificate program that provides them with marketable skills. Interest has been highest in Information Technology, Telecommunications, and Engineering Technology.

The PREP clientele is important to RIT because it is a group that stands to benefit greatly from the association, but had self-selected not to seek education at RIT due to price concerns. The 60 percent discount on tuition places an RIT education within reach.

Program Planning

The PREP program was undertaken by RIT with no more needs assessment than the recognition that the changing employment market meant that many formerly well compensated individuals would be dislocated with limited ability to re-enter the job market at or near their previous salary. PREP is designed to enable those individuals to access RIT in a way that complements their career goals, draws on RIT's unique strengths as an institution, and yet does not negatively affect course selection or availability for current students. In addition, RIT realizes net tuition revenue from the program that would have foregone if the empty seats in classes remain empty. The marginal costs associated with filling the empty seats are far less than the tuition revenue brought in by the students.

The introduction of the program strengthened and improved RIT's relationships with human resource and outplacement professionals, and the community. Both groups now have a viable training alternative that addresses the needs of the higher-salaried employees that are being displaced. The Monroe County JTPA coordinator also has found the program to be of benefit, as the fixed amount of retraining money available to individuals does not go far at RIT's published tuition rates. The 60 percent discount on tuition makes it possible for participants to complete an RIT credential (certificate or diploma) rather than just a few courses.

Program Costs and Funding

The cost of PREP was absorbed within the Office of Part-time Enrollment Services with no incremental budgets. Minimal costs were incurred in producing the application and marketing materials, and travel to businesses and outplacement firms was included with other outreach and marketing efforts.

While the program is represented to students as a "need-based scholarship", it is in fact a tuition discount. This fact is not lost on many adults in the program who equate their status with "flying standby". The uncertainty of class selection also serves as a motivation for many learners to go back to employer paid tuition programs as soon as they are re-employed. Some PREP participants have withdrawn from the program when they determined that more traditional financial aid afforded them better course selections and greater certainty.

Impact on Individuals, Institutions, Rochester, and the Field

Several PREP "success stories" spring to mind when this program is discussed. One individual, who has agreed to have his story told, had been unemployed for several months while trying to complete a graduate degree in Electrical Engineering. He was receiving public assistance, was expecting his third child, and was deeply in debt when the program was introduced. PREP made it possible for him to extend his limited family resources, complete his degree, and an RIT engineering professor arranged the interview with Kodak that resulted in his permanent employment.

Another second success story is that of a machinist who lost her job at Kodak and decided to give college a try. She had married young, had a child while still in her teens, and had never been given the chance to go to school. With the support of her husband, and PREP, she earned a 4.0 in Packaging Science during her first year.

Another compelling story is that of a middle-aged health care professional who was a victim of downsizing in her industry. She had never completed a Bachelors degree, found herself nearly unemployable with her current skills and credentials, and was despairing of finding meaningful work in her field. Through PREP she was able to complete her Bachelor's degree, found work with a Managed Care corporation in Rochester, and has come back to RIT for a Master's in Health Care Administration. She is not only grateful for PREP, but to RIT in general for the attitudes she found when she needed help.

The news media has given RIT accolades for its unique and innovative approach. And RIT has benefited in other ways, as well. Classrooms with PREP participants have the "real world" flavor many traditional undergraduates crave. PREP students are not segregated in any way, so they have added a new dimension to the discussions and projects in their classes. Their experience and maturity add significantly to classes.

Since no students have been denied access to a class because of a PREP participant, there has been no negative backlash from current students. RIT's student paper, *the Reporter*, wrote a balanced article on PREP and included a profile of a participant to illustrate the need for such a program.

Replicability

The PREP idea can be implemented by any institution that recognizes that some of its course sections have unutilized capacity. Institutions that do not use computerized registration systems may find that it is difficult to identify open seats in the narrow window PREP affords, but schools with adequate systems will be able to accommodate a similar approach with ease.

Program Name:

Arizona State University

Gila River Indian Community Tribal Leadership Program

Institution Receiving Award:

Arizona State University, College of Extended Education
502 E. Monroe Street
Phoenix, AZ 85004-2337
Phone: 602/965-3046 Fax: 602/965-3660

Name of Principal Person(s) Responsible for Entry:

- Geneva Duarte, Director of Community Outreach, ASU Downtown Center
- Christine Kyselka, Assistant Director, ASU Distance Learning Technology
- Jim Patzer, Director of East Valley Programs, ASU East Valley Center

Objectives of Program:

Arizona State University College of Extended Education, working hand in hand with the Gila River Indian Community, has established a leadership development program with the goal of training current and future tribal leaders. Built on a foundation of respect and trust, this relationship has opened the door to other education partnerships between ASU College of Extended Education and Gila River Indian Community, including distance learning technology and a cooperative learning program which would partner high school kids with their parents to learn the basics of computers. The initial success of the Gila River Tribal Leadership Program is paving the way for similar programs with other Indian Communities state wide.

Source(s) or Funding:

The Gila River Indian Community supported the program financially through its commitment of reinvesting casino gaming profits back into the community for support of social and education programs.

Cost of Program:

The cost of the first Leadership Program held in May, 1996 was $5,000 for 22 Tribal leaders.

Arizona State University

Gila River Indian Community
Tribal Leadership Program

Context

Phoenix is a thriving metropolitan city on the cutting edge of technology and infrastructure. But drive 10 miles south and you enter another world, a culture much different than the one you just left—the Gila River Indian Community. Thirteen thousand members strong, the tribe is a proud people steeped in heritage and tradition, but also a people who have been neglected and have lost trust in a system they didn't choose. The wounds are deep, but the healing process has begun. Realizing that education is key to a strong and self reliant community, the Gila River Indian Community and ASU's College of Extended Education have begun a relationship built on respect, service and trust.

Following an internal educational needs assessment, the tribe focused on leadership training and development. As a result, ASU College of Extended Education and the Gila River Tribal Council created the Tribal Leadership Program. The Tribal Leadership Program was created from the viewpoint that the tribe knows best what it needs, and it is the role of ASU College of Extended Education to act as a vehicle to serve their needs. This is an innovative approach in that it allows the College of Extended Education and the Gila River Indian Community to work together and create programs which address the unique educational needs of the tribe. With the goal of training current and future leaders, the Tribal Leadership Program is not only benefiting the tribe, but the entire Phoenix Metro area.

History, Design and Objectives of Program

In August, 1995 several members of the university community met with Education Directors of eight tribes to discuss how the programs of the university might fit with the needs of the tribes. At this meeting, Gilbert Innis, Education Director of the Gila River Indian Community, spoke about a recent needs assessment conducted by his tribe which indicated a lack of leadership training and development coupled with a need for greater access to educational technology. Following the meeting, Jim Patzer, Director of ASU College of Extended Education East Valley Center, approached Mr. Innis with the suggestion that ASU College of Extended Education and the tribe work together to develop a leadership program specifically tailored to the needs of the Gila River Indian Community.

Arizona State University • College of Extended Education

DISTANCE LEARNING SCHEDULE OF CLASSES

Fall 1996 Televised Courses

COLLEGE OF ENGINEERING AND APPLIED SCIENCES

CET598/483	ST: Unix Utilities Using C Language
CSE 516	Digital Testing & Reliability
CSE 517	Hardware Design Language
CSE 560	Software Engineering
CSE 598/430	ST: Operating Systems
CSE 598/434	ST: Computer Networks
EEE 350A	Random Signal Analysis
EEE 511	Artificial Neural Computation Systems
EEE 523	Advanced Analog Integrated Circuits
EEE 531	Semiconductor Device Theory I
EEE 537	Semiconductor Optoelectronics I
EEE 539	Introduction to Solid State Electronics
EEE 541	Electromagnetic Fields & Guided Waves
EEE 543	Antenna Analysis & Design
EEE 552	Coherent Communications
EEE 554	Random Signal Theory I
EEE 572	Advanced Power Electronics
EEE 577	Power System Planning
EEE 585	Digital Control Systems
EEE 587	Optimal Control Systems
EEE 591F	S: Fundamentals of Solid State Devices
EEE 591/405	S: Filter Design
EEE 591/407	S: Digital Signal Processing
EEE 591/437	S: Optoelectronics
EEE 591/448	S: Fiber Optics
EEE 591/463	S: Electrical Power Plant Systems
EEE 591/473	S: Electrical Machinery
EEE 598A	ST: Advanced CMOS
EEE 598B	ST: Multi-Dimentional Signal Processing
EEE 598C	ST: Pattern Recognition
EEE 598D	ST: RF Semiconductor Device Modeling
IEE 300	Economic Analysis for Engineers
IEE 532	Management of Technology
IEE 564	Planning for Computer-Integrated Manufacturing
IEE 566	Simulation in Computer-Integrated Manufacturing & Planning

COLLEGE OF LIBERAL ARTS AND SCIENCES

BOT 394	Home Gardening
ENG 598	Medieval and Renaissance Paleography
EPE 301	Fitness for Living
FAS 301	Introduction to Parenting
FAS 330	Personal Growth in Human Relationships
FAS 432	Family Development
FLA 598	Medieval and Renaissance Paleography
GPH 394	Global Change
HIS 101	Western Civilization
HIS 428	History of Arizona
HUM 598	Medieval and Renaissance Paleography
WST 300	Women in Contemporary Society

COLLEGE OF PUBLIC PROGRAMS

MCO 463	Introduction to Media Statistics

COLLEGE OF EDUCATION

EDP 301	Learning and Motivation in Education
EMC 521	Instructional Media Design
EMC 598	ST: Internet for Teachers

COLLEGE OF BUSINESS

LES 380	Consumer Perspective of Business Law
MKT 382	Introduction to Advertising/Marketing Communication

COLLEGE OF ARTS AND SCIENCES (ASU WEST)

ZOL 360	Basic Physiology

COLLEGE OF HUMAN SERVICES (ASU WEST)

AJS 301	Administration of Justice

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http://www-distlearn/pp.asu.edu

An advisory board consisting of ASU College of Extended Education staff, ASU Advanced Public Executive Program (School of Public Affairs, College of Public Programs) and tribal members was established and met from September, 1995 through April, 1996 to develop a specific program curriculum. A survey was developed for tribal council members, agency directors and elected officials to obtain input concerning specific topics to be addressed. The results were evaluated and the Board proceeded to develop a curriculum for the program which focused on community based planning and leadership training.

In May 1996, the first training and leadership forum was held for 22 tribal leaders. Evaluations from participants indicate the course met goals set by the Advisory Board. Sample comments included "Thank you. This will help me work more efficient(ly) with our community!" and "Really enjoyed this session...wished more tribal officials were involved. (It is) necessary for incoming tribal officials, managers, directors, etc." Participants' overall rating for the course was 4.62 with a 5 being a perfect score. As a result of the initial success, the second leadership training is scheduled for January, 1997.

At the same time, ASU College of Extended Education also participated in a technology subcommittee to discuss development of the infrastructure for Internet connectivity and distance learning on the reservation. From these meetings, three schools were chosen as receive sites for 2-way video and audio equipment. This equipment will allow tribal members greater access to educational opportunities through distance learning technology.

Clientele

These programs serve a diverse group of individuals throughout the Gila River Indian Community. These include tribal council members, community leaders, tribal board members, administrators and staff from various tribal agencies, teachers, school children, community elders, standing committee members, and general community members.

The leadership program has provided Arizona State University the opportunity to work with a population that previously has had very little contact with the higher education community. This partnership has allowed both ASU and The Gila River Indian Tribe to break down internal barriers, giving both communities the good fortune of being able to grow and learn together.

Financing the Program

The Gila River Leadership Program has broad support throughout the ASU community including participation from ASU East Valley Center, ASU Professional Programs and Institutes, and ASU Advanced Public Executive Program. The first leadership forum held in May, 1996 cost $5,000 (half of this was for instructional fees). The Gila River Indian Community provided the financial support with their commitment of reinvesting gaming profits back into the community for support of social and education programs.

To provide the distance learning technology, People's Choice Television supplied both free installation and cable to all three receive sites worth $1500 in fees. The American Indian Science and Engineering Society provided teacher enhancement funds to support a cohort of 15 Gila River Indian Community teachers allowing them the opportunity to participate in the televised course EMC 598, Internet for Teachers. *(See schedule of classes, opposite page).*

Program Benefits

The partnership between the Gila River Indian Community and ASU College of Extended Education, beginning with The Tribal Leadership Program, has been highly beneficial for all parties involved. From this initial program, The Gila River Indian Community and ASU College of Extended Education are continuing to develop a relationship built on serving the educational needs of the tribe. Along with distance learning technology classes now available to the Gila River Community, ASU Computer Training Program and Gila River are discussing a cooperative learning program which would partner high school age children with their parents to learn basic computer skills including keyboarding, word processing, spreadsheets and the Internet . These classes would take place at sites on the reservation and last for a period of seven weeks.

Along with expanding the partnership formed with the Gila River Indian Community, ASU College of Extended Education is in the process of laying the groundwork for leadership programs with six other Indian tribes state wide including Tohono O'Odam, Salt River, Pima Maricopa, Fort McDowell, Ak Chin and White River. The Leadership Program offers an adaptive format which allows for replication to other settings while maintaining quality instruction and service geared toward the uniqueness of each client and situation.

Problems and Solutions of Program

As with all continuing education programs that seek to work with large and diverse populations, The Gila Rive Tribal Leadership program faced its greatest challenge in creating a curriculum that addressed the needs of each participant involved. Each of the individual participants brought specific concerns and needs which they wanted incorporated into the format of the program. To solve this matter, the advisory board used the needs assessment to discern what issues had affected all participants regardless of responsibility or position. From this method, the advisory board was able to create a curriculum which contributed to the education of each participant.

Impact of the Partnership

Because of years of neglect and lack of trust, higher education institutions have been unsuccessful in serving the needs of local Native American Tribes. With the advent of the Gila River Tribal Leadership Program a new era has begun. The Leadership Program provides a forum where current and future tribal leaders can gather to discuss, debate and learn about educational, political and social factors affecting their community. The success of this program has paved the way for other extended education programs with the Gila River Community, including distance learning technology and a cooperative learning computer training program.

This partnership has had a tremendous impact on both Arizona State University and The Gila River Indian Community. It has enabled The Gila River Community to open up and share its needs and knowledge with the larger community. More importantly, the partnership has shown Arizona State University that the true value of continued learning lies not in the education of individuals, but in the growth and success of communities.

Program Name:

Central Michigan University

Bachelor of Science with a Major in Vehicle Design

Institution Receiving Award:

Central Michigan University
College of Extended Learning
125D Rowe Hall
Mt. Pleasant, MI 48859
Phone: 517/774-7772 Fax: 517/774-3542

Name of Principal Person(s) Responsible for Entry:

David A. Sprague, Director of Professional Education, College of Extended Learning

Objectives of Program:

The Bachelor of Science with a Major in Vehicle Design represents a unique collaboration between business (Megatech Engineering) and education (Central Michigan University). It is the only such program in Michigan and is designed to alleviate a shortage of qualified designers in the automotive industry. The success indicates the potential for other business/education partnerships.

Source(s) or Funding:

Direct costs of implementing the program for the College of Extended Learning must be recovered through tuition. Because the College must also make a significant overhead contribution to the university, costs of the program are being monitored to determine if supplemental tuition will be necessary for the vehicle design program.

Cost of Program:

In a rapidly changing field such as vehicle design, the University is unable to invest the large amount of money required to upgrade and maintain technologically advanced equipment and facilities. CMU and Megatech agreed in the early phases of program development that several of the very technical courses specific to vehicle design would be taught at facilities in Megatech Engineering, Inc.'s Megatech Academy. The Megatech Academy has received Michigan state licensure as an educational institution and is located within the Megatech Engineering's vehicle design building complex—giving students and instructors access to the most current technology and to many of the experts in vehicle design.

Institutional support required to launch the program included the appointment of a College of Extended Learning "champion" whose role was to clear the hurdles necessary to create and implement a degree program in record time. This champion served as advocate/cheerleader/liaison/facilitator for both partners, CMU and Megatech. His function replaced the slower-moving committee approach usually favored in academia.

Central Michigan University

Bachelor of Science with a Major in Vehicle Design

During the period between May, 1995 and August, 1996, Central Michigan University, College of Extended Learning, developed and launched a new undergraduate degree program to meet the needs of companies in Michigan's leading industry, the automotive industry. This report describes the program and the process that was used to develop it. The report reveals several of the most innovative aspects of the program, and concludes with a discussion of the program's replicability.

Innovative Aspects of Program

The Bachelor of Science with a Major in Vehicle Design is a unique undergraduate degree completion program offered by Central Michigan University's College of Extended Learning. The vehicle design program is innovative in the following ways:

- The program was jointly developed by industry and Central Michigan University, resulting in a strong education (CMU) and industry (Megatech Engineering, Inc.) partnership;
- The program was developed, taken through the curricular process and cleared academic hurdles in a very short period of time;
- The program represents a seamless blending of prior academic and work experience, course work offered at CMU and created and delivered by the industry (Megatech);
- The customer service attitude demonstrated by CMU includes not only service to individual students, but responsiveness to a corporate partner in the product development stage;
- The program is the only undergraduate degree program for vehicle designers in the state.

Program Concept and Objectives

Michigan's automobile industry faces pending (in some cases already existing) shortages of human resources, especially human resources with technical knowledge and skills. Those shortages will have a serious impact on the industry's ability to compete in a global market. The highly labor-intensive vehicle design segment of the auto industry is already coping with challenges related to an insufficient supply of vehicle designers.

In an effort to deal with this shortage, several vehicle design companies, led by Megatech Engineering, initiated a series of meetings with Michigan colleges and universities during March and April, 1995. The object was to create a program that would produce the designers the industry needed. The difficulties of

working through a business/education partnership discouraged many of the institutions, and by May, 1995 Megatech Engineering and CMU were about the only participants regularly attending the meetings.

At that point, Megatech Engineering and CMU agreed to a developmental partnership with the objective being a B.S. degree with a major in vehicle design. Macomb Community College, because it was considered to have the premiere associate's degree in this field, was an important participant in the degree development process initiated by CMU and Megatech Engineering. The degree went from concept through development, approval and implementation in a little more than one year. Work began in earnest in May 1995 and final approval was granted in June 1996.

Program Planning Process

During the period of June, 1995 through January, 1996 Megatech Engineering brought industry needs and perspectives to all phases of program design, course design, etc. and CMU brought the academic perspective. The education-industry partners recognized the need to determine the types of skills and knowledge that a vehicle designer must possess.

Industry representatives expended great amounts of time and effort in defining what a successful vehicle designer must know and do. This information was prepared in a written form and shared with representatives from CMU just as quickly as the materials could be assembled. Representatives from CMU and Megatech Engineering jointly translated the outcomes (what a designer must know and do) into educational experiences that would lead to the desired outcomes.

The degree completion program was designed as an extension of existing associate's degree programs and vehicle design courses offered at community colleges in Southeastern Michigan. For students who have not earned an associate's degree, but wish to work directly toward a B.S. with a Major in Vehicle Design, academic work at three locations is required. Some coursework at community colleges must be completed and transferred to CMU. General education courses must be taken at any of CMU's six centers located throughout Southeast Michigan, and the specialized vehicle design courses are offered at Megatech Academy in Warren, Michigan. Megatech Academy is a newly constructed, state licensed educational facility constructed by Megatech Engineering. By offering the specialized vehicle design courses at Megatech Academy, CMU is able to access technology that would otherwise be unavailable to the University because of acquisition and maintenance costs.

To earn the B.S. degree in vehicle design, students must complete all of the regular university coursework under the general education requirements and degree requirements. Beyond the general education and degree requirements an additional 69 credit hours are required for the major, for a total of 136 credit hours. These credits in the major are divided into four areas of vehicle design competency that were defined by representatives of the vehicle design industry:

1. **Drafting and Descriptive Geometry** — the fundamental understanding of how to represent shapes and surfaces in two-dimensional drawings and communicate the shape and surface information to others.

2. **Computer Aided Design** — Most of the actual design work (drawing and representation) is now done at computer work stations. Designers must have working knowledge of the applications software used at the design work stations.

3. **Automotive Design** — Specific knowledge of automobiles allows the designer to create new vehicle designs. Vehicles are designed in a modular fashion, and specialized courses prepare designers to work with various modules such as electrical systems, interiors, etc.

4. **Materials and Processes** — Designers must understand vehicle manufacturing processes so that designs can meet target quality and costs.

The developmental work that arrived at the completed product all started with a blank sheet of paper, and a determination on the part of both partners to accomplish what many thought could not be done. The innovative vehicle design program was developed over a period of about four months. Weekly and sometimes daily meetings between CMU representatives and Megatech personnel were required.

The developmental pace continued into program implementation as state-wide approval for the program was achieved on June 27, 1996, faculty were recruited, the program was advertised, and classes began the week of August 19, 1996, with some 55 students enrolled in one or more of the specialized classes and some 30 students enrolled in general education classes. The program is currently offered to adult learners in evening and weekend classes at a variety of CMU's off-campus locations in the metropolitan Detroit area.

Clientele

As conceived, the program was intended to serve at least two student populations:

- The industry plans **to enhance the capabilities and professional status of existing designers** by encouraging participation in coursework leading to an undergraduate degree.
- The industry plans **to encourage the flow of new, qualified human resources into the design "profession"** by working with educational institutions to insure that appropriate educational programs are available.

Because the B.S. Degree with a Major in Vehicle Design is a degree completion program, students must complete certain courses at one of the regional community colleges and transfer the courses into the bachelor's program. Generally, students are encouraged to complete an associate's degree at a regional community college before transferring to the bachelor's program. CMU and regional community colleges are working toward formal articulation agreements for the associate's and bachelor's programs.

Many of the initial program applicants currently work in the vehicle design field, and these applicants are encouraged to utilize prior learning portfolio assessment as a means of receiving additional credits that can be applied toward completion of the bachelor's degree. As the program attracts students without experience in the field, prior learning will probably become a less important element of degree completion.

Program Costs and Resources

While the program worked its way through the sequence of academic approval steps, CMU's College of Extended Learning and Megatech Engineering solved logistics, financial, operational, and other key issues related to program delivery. During this time, Megatech Engineering, Inc. established the Megatech Academy and applied for and received Michigan state licensure as an educational institution. The partners (CMU and Megatech) had agreed in the early phases of program development that several of the very technical courses and courses very specific to vehicle design such as Vehicle Packaging, Interior Trim Design, and others would be taught at facilities in Megatech Academy.

In addition, in a rapidly changing field such as vehicle design the University is unable to invest the large amount of money required to upgrade and maintain technologically advanced equipment and facilities. In contrast, Megatech Academy is located within the complex of buildings along Concept Drive that make up Megatech Engineering's vehicle design complex. Because of location, students taking CMU classes at Megatech Academy and the class instructors have access to the most current technology and to many of the experts in vehicle design. The Warren, Michigan location of Megatech Academy is also convenient for

students who work in vehicle design companies in and around the Warren area.

In terms of institutional support required to launch the program, the principle components were a commitment on the part of the College of Extended Learning's administration to lobby for and support the program, and the appointment of a "champion" whose role was to take on the battles and clear the hurdles necessary to create and implement a degree program in record time. This champion served as advocate/cheerleader/liaison/facilitator for both partners, CMU and Megatech. His function replaced the slower-moving committee approach usually favored in academia.

Direct costs of implementing the program for the college must be recovered through tuition, because the College of Extended Learning not only must meet its direct costs, but it must also make a significant overhead contribution to the university. Costs of the program are being monitored to determine if supplemental tuition will be necessary for the vehicle design program.

Impact of Program

CMU's College of Extended Learning operates a very large extended degree program. It serves over 15,000 students throughout North America, and CEL has approximately 5000 students in Southeast Michigan. Because of its size and resource base, CEL was a natural choice for developing an extended degree program that served the needs of the vehicle design industry. While size and resources are important, a customer service attitude was the key to program innovation. This concept of "customer service," when transferred to companies within the vehicle design industry, helped CEL build the strong partnerships necessary to develop and deliver a new degree program. CEL was genuinely sensitive to the needs of companies within the vehicle design industry.

Implementation of the vehicle design program is so recent that there few measures of program success that can be presented. Student course surveys for the first fall term were administered, and these student surveys were very positive. During the first 90 days of the program's existence over 150 program applications have been processed—a remarkable number of applicants for any new academic program.

Most of the program applicants are people who already work in the vehicle design field. Thus the goal of providing a means of professional development and a promotion path for existing designers is being achieved. The second goal of attracting new people to the vehicle design field has yet to be achieved. However, CMU continues discussion with community colleges about developing 2+2 programs for vehicle design; a strategy designed to attract new talent to the field.

Program success, as measured by number of applicants, has been greater than expectations of CMU and MA. While pleased with student interest in the program, the partners realize that there are many dimensions to program success, and they are monitoring the following aspects of the new program:

1. **Faculty preparation** — satisfaction of faculty with assistance they have received in developing and teaching new courses

2. **Student services** — student satisfaction with courses, with advising, with prior learning assessment, and with other areas related to student support

3. **Industry satisfaction** — the vehicle design companies are the customers and their satisfaction with the program is critical

4. **Business aspects of the partnership** — CMU and MA have agreed to share information, resources, and decision making. The business partnership is being assessed to assure the it is working.

Replication and Lessons Learned

Development and delivery of customer driven educational programs begins with the appropriate customer service attitude. With appropriate attitude, possibilities are limited only by the resources that can be committed to a project. CMU's College of Extended Learning is sufficiently large and has the resource base necessary for handling projects such as the vehicle design degree program. Still, the bureaucratic structure of the College is such that it struggles to make the changes necessary to accommodate a new, high-technology program that is quite different than existing programs.

Business organizations and universities each have their distinct organizational cultures. These cultural differences get in the way of interorganizational communication and formation of strong partnerships necessary for joint academic program development. CEL learned that there must be a project director who can bridge the cultural gap and form the strong partnership that is necessary for a large project. A project of this magnitude has glitches. A strong university-business partnership is necessary because the strength of the partnership will be tested by adversity many times during development and delivery of the academic program.

Strong administrative support within the university is an absolute necessity for this type and size of project. Administrators have to apply pressure, bend some rules, and commit resources to make the project happen. Faculty support is also necessary. Faculty are asked to stretch well beyond their comfort zone when approving new classes, assessing program objectives, and allowing uniquely qualified faculty to teach in the program. Finally, the vehicle design experience calls into question the "committee decision model" so frequently utilized in higher education. After a period of languishing under the committee model, this program implementation was achieved through application of a "champion" model. One person, extremely committed to the program, pushed it through the bureaucracy with little regard for any sacred academic cows standing in the path.

Conclusion

Many industries and companies within industries have urgent educational needs that go unsatisfied by colleges and universities. The fact that Michigan did not have a bachelor's degree in vehicle design to serve its most predominant industry until this program was launched during August, 1996 is evidence of that. Existence of such educational needs offer great opportunities for creation of new programs like the vehicle design program described in this report.

To realize the opportunity, a college or university must have a sincere business partner, sufficient resources, a customer service attitude, and possibly a program champion who is unwilling to take "no" for an answer, and who is not reluctant to enter by the window when the door is closed.

Program Name:

University of California San Diego Extension

EdVantage: San Diego's Partnership For Professional Healthcare Education

Institution Receiving Award:

University of California San Diego Extension
9500 Gilman Drive
La Jolla, California 92093-0176
Phone: 619/534-2320 Fax: 619/534-7385

Name of Principal Person(s) Responsible for Entry:

Grace Miller
Director, EdVantage
UCSD Extension

Objectives of Program:

Begun in Spring of 1995, EdVantage is a collaboration between leading providers of healthcare and continuing education in the San Diego community led by the University of California, San Diego Extension. EdVantage provides San Diego healthcare professionals, as well as professionals around the nation, with education, services and information that enable them to better understand the dynamics of their industry, advance in their careers, and serve their communities. Between March 1995 and September 1996, 12 extensive new programs have been introduced in the San Diego area via the collaborative EdVantage effort. About 3,000 professionals attend EdVantage programs each year.

Source(s) or Funding:

EdVantage is a self-funding non-profit entity. Its revenues come primarily through fees for courses and programs, although corporate sponsorship is welcomed and does provide critical funding for major events. To date, EdVantage has attracted $320,000 in cash or in-kind corporate sponsorships to support upcoming programs.

Cost of Program:

One-time, set-up expenses for EdVantage totaled $15,000 in graphic design, printing and promotional services. UCSD Extension ultimately carries financial risk for the effort, while regional healthcare organizations are allied through the development, delivery and participation in specific programs to meet specific needs, rather than through membership or direct underwriting.

University of California San Diego Extension

EdVantage: San Diego's Partnership For Professional Healthcare Education

EdVantage: San Diego's Partnership For Professional Healthcare Education is a collaboration between leading providers of healthcare and continuing education in the San Diego community. The mission of EdVantage is to strengthen and enrich individuals involved in managing or delivering healthcare through high quality continuing education. EdVantage provides San Diego healthcare professionals, as well as professionals around the nation, with education, services and information that enable them to better understand the dynamics of their industry, advance in their careers, and serve their communities. Members of EdVantage firmly believe San Diego is a unique resource for healthcare research, delivery, and information to the nation.

Need for an Educational Collaboration Among the Healthcare Community

San Diego has emerged as a nationwide leader in healthcare delivery and management. San Diego now boasts nearly 80 percent of the insured population enrolled in managed care plans (the highest in the nation), as many (or more) physicians per citizen as any other major city in the United States representing 150 medical specialties, world-class medical research institutions, such as The Salk Institute for Biological Studies and the Scripps Centers of Excellence, and a local industry employing 80,000 individuals, with gross receipts larger than the total amount of revenue collected each year by the entire state government of Idaho.

With leadership, however, has also come fierce competition among local providers to capture market share and build reserves. This has led to severe budget tightening and now threatens to erode much of the unique capabilities of the San Diego healthcare systems. EdVantage was organized under the leadership of UCSD Extension both as a response to:

- **Competition** — collaborating to develop and provide necessary professional continuing education opportunities and bring economies of scale that cannot be achieved by any one institution alone, and
- **The desire to maintain leadership in the healthcare industry** — anyone currently in the field of healthcare must keep up with and be informed about industry dynamics and professional advancements in order to deliver the quality of care demanded by today's communities.

A third positive element of the development of EdVantage has emerged providing stable, comprehensive healthcare continuing education during a very unpredictable time in healthcare:

- **The advent of managed care.** The San Diego, and regional, healthcare marketplace has gone through numerous changes in response to the advent of managed care. EdVantage provides academically-based and well-anchored professional healthcare continuing education through a highly respected organization (the University of California, San Diego Extension). Many in-house education, training and organization development functions are being re-structured, re-organized or disbanded entirely in local hospital systems. Healthcare providers, executives and individuals new to the field have been able to rely on a stable stream of high-quality educational programs from UCSD Extension that meet their professional needs.

Formation and Planning of EdVantage

EdVantage was begun on March 1, 1995, as a joint venture concept between the University of California, San Diego (UCSD) Division of Extended Studies and Public Service and the UCSD Medical Center, with participation as well from the UCSD School of Medicine. By collaborating, the Medical Center could take advantage of Extension's stable and sophisticated infrastructure for promoting and delivering courses, while Extension would have needed access to a wide variety of healthcare professionals for course development and instruction. In this way, the Medical Center could meet its internal continuing education needs at a lower internal cost, while Extension could expand its offerings to the community.

Since the initial partnership, a number of major healthcare providers in the community have joined with EdVantage in planning and conducting programs or public service efforts where their interests are best served. Local organizations currently working with EdVantage include:

- Abbott Laboratories, Inc.
- California State University, San Marcos School of Business
- Children's Hospital of San Diego
- HealthNet
- Hospital Council of San Diego and Imperial Counties
- Kaiser Permanente (of Southern California)
- Mercy Hospital
- PacifiCare Secure Horizons
- Pfizer Inc.
- San Diego City Council
- San Diego Community Care Network
- San Diego Community Foundation
- San Diego County Department of Health Services
- San Diego Medical Society
- San Diego Naval Medical Center
- San Diego Psychological Association
- San Diego State University, College of Health and Human Services
- Scripps Clinics and Research Foundation
- Sharp HealthCare
- UCSD Department of Community Pediatrics
- UCSD Healthcare Network
- UCSD Medical Center
- UCSD School of Medicine

EdVantage is Directed by Grace Miller, M.A., a full-time professional development specialist with 20 years of experience in the San Diego healthcare market, most recently acting as Manager of Training and Development at the UCSD Medical Center. Under Miller's direction, and with the support of two full-time and two part-time staff assistants, EdVantage monthly operations are planned and conducted through the following groups:

- **Community Advisors:** these senior executives from each of the major healthcare organizations in the County are consulted periodically to identify common needs, to suggest potential areas for collaboration, and to commit the support of their respective resources as necessary.

- **Program Advisory Committees:** a number of committees have been formed corresponding to the programs sponsored by EdVantage. These committees are made up of industry, technical and academic experts familiar with the audiences to be served and the curriculum to be delivered by each program. New committees are formed as new program needs are identified. Examples of active committees include:
  - Healthcare Executive Leadership
  - Managed Health Care
  - Nursing and Allied Health Sciences

- **Promotional Team:** this group of internal and external promotional specialists meets monthly to plan promotional efforts and examine ways of sustaining/building community support for the EdVantage effort.

Programs Offered and Audiences Served

The first EdVantage program offered publicly was a special conference on March 24, 1995, examining patient diversity issues for the nursing profession. Between March 1995 and September 1996, 12 extensive new programs have been introduced in the San Diego area via the collaborative EdVantage effort, adding to the almost 100 courses already available to the industry formerly offered through Extension only. Four of the most innovative and impactful offerings to-date have included:

- **Shaping Managed Care — The San Diego Experiment.** This one day seminar on the state of managed healthcare in the United States as reflected especially in San Diego, brought together for the first time in one event senior executives from each of the major healthcare providers in San Diego to discuss their collective experience and concerns. The event, partially-funded by Pfizer Pharmaceuticals, attracted 80 professionals from San Diego and elsewhere around the country. The event was so well received that sponsors in five other regions of the country have since worked with EdVantage to offer the event in their areas with their local leaders (Pittsburgh, Portland, Seattle, Honolulu, Salt Lake City), and the San Diego event has being transformed into an annual conference on the continuing evolution of managed health care in America.

- **Healthcare Executive Leadership.** This 180-hour learning experience applies foundation principles in leadership and management to today's challenges in healthcare management. The program, which is conducted in monthly sessions between September and June, targets healthcare executives (physicians, administrators, senior nursing professionals, etc.), and uses a combination of faculty from the California State University, San Marcos School of Business and well-know senior practitioners and consultants in the healthcare field. Although the program is non-credit, San Marcos has agreed to accept the hours of study (equivalent of 12 semester units) toward their MBA degree. The program was "sold out" with 38 enrollments (full capacity) and a waiting list on the first day in September 1995, and has since entered its second year with enrollments from throughout the Southwestern United States and Hawaii.

- **Reaching Out to the Latino Community: A Latino Healthcare Delivery Symposium.** Twenty-three percent of the current San Diego population is Latino and that figure is increasing strongly from year to year. This symposium, free to attendees (funded through corporate sponsorship), emphasized the importance of adapting the managed healthcare delivery system to fit the needs and beliefs of the Latino market. A number of distinguished Latino healthcare leaders were featured at the event, including nationwide and local data examining the attitudes and use patterns of Latinos regarding healthcare. The event attracted over 150 local physicians and providers.

- **Legal Nurse Consulting.** The specialization of healthcare is one of the fastest growing and most demanding within the legal community. This unique curriculum prepares nurses, physicians and other medical specialists to assist the legal industry in researching and dealing with legal transactions or litigation. The program has reached capacity enrollment in each of the past two years (40 in each program), leading to the introduction of new intensive-format sections for students from outside the San Diego area or individuals who wish to complete their study rapidly.

EdVantage is also planning to introduce innovative new programs in the near future on the following topics:

- Medical Case Management
- Home Healthcare
- Clinical Trials Design and Management
- Disease Management
- Telephone Triage
- Medical Coding Procedures
- Chronic illness
- Wilderness Medicine
- Advanced Legal Nurse Consulting
- Forensic Nursing
- Disability Management
- Nursing First Assistant

Offerings include both clinical and managerial skills, and are promoted via quarterly brochures that are mailed to 30,000 local professionals, as well as hand-distributed by the organizations affiliated with the effort. About 3,000 professionals attend EdVantage programs each year, including:

- physicians or other medical providers and their staff at medical practices
- administrative and medical staff at hospitals, clinics, and managed care organizations
- nursing professionals, assistants, and allied health, fitness and safety specialists
- professionals interested in entering or moving within the healthcare field

Funding and Financial Performance

EdVantage is a self-funding non-profit entity. Its revenues come primarily through fees for courses and programs, although corporate sponsorship is welcomed and does provide critical funding for major events. To-date EdVantage has attracted $320,000 in cash or in-kind corporate sponsorships to support upcoming programs. UCSD Extension ultimately carries financial risk for the effort, while regional healthcare organizations are allied through the development, delivery and participation in specific programs to meet specific needs, rather than through membership or direct underwriting.

One-time set-up expenses for EdVantage totaled $15,000 in graphic design, printing and promotional services. Gross revenues for the first 12 months of operation were over $700,000. EdVantage is also currently working to provide scholarships for highly impacted professions, and free public service events which will benefit the San Diego professional community.

Replicability

The premise behind EdVantage — employer collaboration for the purpose of professional education — is not unique to the San Diego. What is unusual about EdVantage, is its focus on one distinct industry (providing "technical education," if you will) and a collaboration among direct competitors. The reason the effort has succeeded has a lot to do with the dramatic economic and structural changes taking place in the industry right now, which are forcing competitors to consider collaborative models to survive. To the extent other communities can, in a timely fashion, use similar pressures in their area, they could well find similar success.

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